**Lesson Plan 5**

Name: Miss Karen

Grade level and subject: 5th History

Date: August 24, 2017, Thursday

**Instructional Objectives:**

The student will be able to…

* Recall the meaning of new vocab words in a class recitation.
* Identify the kind of ruler and the structure of 5 forms of human government by compiling a booklet in class.

**Materials Needed**

* Flashcards—government
* Half (tall way) of a construction paper and 3 (cut in half tall) copy papers for each child, sample project
* Glue, stapler, and markers
* Grading rubric

**Scope and Sequence of Lesson**

**Review / Drill**

* Review continents and oceans with GRM 4. Recite the continents of the Old World.
* Review flashcards quickly by recitation.

**Hook / Anticipatory Set**

* Students come up by rows and pick up one construction paper and three white papers. Show them how to fold it.
  + Lay 3 papers on top of each other with their tops spaced about an inch apart. Fold in half so you can see 6 tabs.
  + Fold construction paper in half so the bottom sticks out some. Staple center.
  + Glue front and back flap lightly onto construction paper.
  + Draw pencil lines under each tab.

**Lesson**

**Introduction**

* *Today we are studying forms of government that are used around the world today yet. Based on the booklet we made, guess how many we will study.* (5) *As we study each one, we will write something about it on a page of the booklet.*

**Teaching / Modeling**

* Read The Beginning of Human Government (pp 6-7).
  + Introduce flashcard government. Recite several times.
  + After each paragraph, take ideas of what to write on booklet. Direct students’ answers so they write down important test information. Write info on board while students write in books. Use sample as a guide for information.
* You may decorate it with markers after class as much as you want to.

**Guided practice**

* Use your booklet to find the answers to these questions.
  + What do we call the ruler of (each type)?
  + What kind of government does the US have?
  + Which ruler comes into power by force?
  + Which rulers are born into their positions?

**Closure**

* *Ask your giraffe partner questions from your booklet. Give him a high five when he gets 3 right without looking.*
* Call students back together and recite government flashcard again.
* When you have finished decorating your booklet, hand it in to be graded with a rubric.

**Self-Evaluation**

*Rating: 1 – inadequate, 4 – needs improvement, 6 – satisfactory, 8 – very good, 10 – excellent*

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| **Area** | **Rating** | **Comments** |
| Success in reaching objectives |  |  |
| Student interest and motivation |  |  |
| Variety of student interaction |  |  |
| Classroom management |  |  |
| Differentiated instruction |  |  |